**Lesson Plan Format**

**Teacher Candidate \_\_\_\_**Anna Sheets**\_\_\_\_ Grade Level\_\_**4**\_\_ Date of lesson\_\_\_**12/2/2014**\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**4SS3.d:** Describe the ways, in which resources permitted the growth of economies,

how these resources have and are being used, and their impact on the

emergence of cities in this region.

**4.M.5.a.:** describe how data collection methods affect the information that is gathered to address a question;

Students will be able to make connections between primary sources of business ledgers for different industries located in different areas of the Northeast. Students will use their mathematical understanding to gather information about the profits and downfalls of different businesses. Students will then relate how profitable these industries are based on the resources that are available in those areas, and how those industries shaped the region.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students will have basic math understanding of adding and subtracting to determine which business are profitable and which are not based on the resources available in that area.
* Students will be able to use a calculator.
* Students will know how to read maps correctly, as well as have an understanding of the geographical influences that shaped the Northeast (information was covered the previous day and students have notes in their writing journals for reference).

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will view and analysis primary source ledgers. They will use their math skills to calculate which industries are profiting and which are not by finding the yearly profit for each industry, by computing the monthly profits to find the yearly outcome.
* Students will draw connections between the resources of an area and its effect on the success of an industry.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will complete the graphic organizer to the best of their ability.
  + Students will show their mathematical work, which will be checked for accuracy to determine if accurate conclusions were made about the industries yearly outcome.
  + Students will draw connections noting the geographical influences that affected the different industries success or failure in the specified area on the graphic organizer.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Graphic Organizer worksheet
* Primary source ledgers from the 1920’s-1930’s of industries including
  + Clothing
  + Restaurants
  + Fishing
  + All purpose stores
  + Farming
  + Radio stations
* Primary sources of the same industries in different areas including
  + Philadelphia
  + New York City
  + Boston
  + Washington DC
  + Rural areas
* White board to brainstorm and review ideas
* Writing utensil
* Calculator for differentiation

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Start class discussion with a ledger for a clothing retailor in New York City as well as one from Atlantic City. Allow students to share out their observations of the ledgers noting how they are making sense of the information. Generate a list of these ideas on the board for later reference. Based on the students observation the teacher can take note of what analysis skills students may need to be taught. Teacher will lead discussion specifically to the mathematical methods students are using to come to conclusions about the gains and losses of each business. The teacher will note how effectively the class has been able to use such math skills to interpret the data. Finally, the class will discuss how the success of this business is based on the area that it is located (population, resources, geography). Based on the students understanding and prior knowledge, the teacher will alter the lesson to scaffold greater details about student’s understandings of how geography affects industry, thus effecting how people lived during his time period.

**Lesson Development:**

1. Review the information that is provided on different ledgers for each month, noting the dates, and positive or negative balances.
   1. Teacher demonstrate if needed how to properly use a calculator for a running list to create an end of the year product.
2. Teacher will pass out graphic organizer, and explain directions for completion.
   1. Have students complete the graphic organizer together for the previously discussed areas of Atlantic City and New York City clothing store to better understand they layout and meaning of the organizer.
3. Teacher will pass out calculators to students who need them (some students will have the math skills to compute by hand!)
   1. Have Anna demonstrate the proper use of technology.
4. Review the class generated analyzing skills listed in the board to thoroughly review each analyzing skill for the concepts represented.
5. The teacher will model any analysis skills of geographical and population maps that the class does not show mastery of, and the importance of noting the geographical influences that affect such industries (an extension from the previous days lesson of map understanding).
6. Teacher will use discovery questions to lead students to understand how the economical influences effected the business (using primary source maps of population and resources from the previous days lesson)
   1. Example: Teacher: Based on the information that we can gathered from the ledger, every month the clothing store in New York City had a positive balance. In comparison to the clothing Shop in Atlantic City, which only had a large profit in the months from May through September. Why do think this is?
   2. Student: People would only be in Atlantic City during the summer, so that is when the clothing store would make the most money.
   3. Teacher: Great observation! Why do think there would only people be there in the summer?
   4. Student: People only go to Atlantic City in the summer?
   5. Teacher: What geographical Elements would make people visit Atlantic City only during the summer?
   6. Student: People during this time only go to Atlantic City for the beach, seafood, and summer activates, they are a tourist town.
   7. Teacher: How does this area element relate to those in New York City?
   8. Student: There are always people in New York city to buy clothes. Also, there are lots of trade markets and ports to bring in new materials for clothes.
7. Have students place desks in small groups and assign each group an industry and two different cities to compare and contrast success and failure as well as the geographical influences that affect each business. Students will rotate around the room to complete their graphic organizer for the different industries in different areas.
8. Display a clock and timer showing when each group will rotate to another industry. There will be enough time for each student to visit at least three different industries relating two different cities for each industry, leading to a total of 3 industries and 6 cities.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will come back together and think-pair-share one industry they found interesting, why, and how the geographical area influenced the success or failure of that industry. Allow students to share their findings.

As a check-out activity students will turn in their graphic organizer and circle the industry they are thinking about including in their time capsule.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Anna | Behavioral management plan  Student tends to become off task and a distraction for others. | The instructor will mark this student’s graphic organizer with behavioral check marks for each city. The teacher will put a behavioral smile face in each box as the student works through the different industries.  Student will also demonstrate to the class proper use of technology when the calculators are passed out. |
| Brian | Gifted and Talented | Student will not being using a calculator and can use scrap paper to find answers due to his advanced math skills. |
| Caroline | ELL | Student will be provided with a partially completed graphic organizer, with pre laid out cities ledgers information for better understanding. Student will still have to draw connections between industry and its surrounding area, but can be in simple form. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?